
Evaluation Tools

Agricultural Business Management Agriscience

RUBRIC

“A rubric is a printed set of guidelines that distinguishes performances or products of different quality. A rubric has descriptors that define what to look for at each level of performance. Rubrics also often have indicators providing specific examples or tell-tale signs of things to look for in work.”

The word rubric derives from the Latin word for red. Long ago, a rubric was a set of instructions for a law or liturgical services, typically written in red. Thus, a rubric instructs people on how to “lawfully” judge a performance.

Not only does a good rubric provide a consistent and reliable means for assessing performance, it also provides the student with a clear and written explanation of the instructor’s expectations of a performance.

Evaluation Tools

Sample Rubric

School

Teacher

CTE Program - Level III

Course Name

LEVELS OF PERFORMANCE

3	2	1	0	0
90% +	80% +	70% +	60% +	Less than 60%
Mastered	Exceeded	Attained	Approaching Attainment	Unattained
<p>Student presents a clear, specific understanding of the competency. All notes, assignments, test, work place records and labs required are completed on time, are extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used many sources of information for reports and or experiments. The student has used his/her new knowledge when participating in all oral discussions, assignments and written work. Student makes connections between classroom and work place. The students' notes, tests, labs, workplace records, debates, CTSO participation, and assignments are of the highest level of achievement above 90%.</p>	<p>Student presents a clear, specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All notes, assignments, tests, workplace records and labs required are completed on time, are very well organized and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge both orally and in written work and uses this knowledge in his/her assignments and oral participation. New knowledge is evident when student shows connections between classroom and work place relationships. Student notes, tests, labs, work place records, CTSO participation, debates and assignments are clearly organized, carefully done, and often go beyond teacher expectations. All tests are beyond the standard level of achievement between 80% to 89%.</p>	<p>Student meets assignment expectations. The student demonstrates new knowledge learned in oral participation and or written tasks. The work is well organized and complete. The student understood the assignments. He/she used the resources required and organized information in all notes, assignments, tests, work place records, debates and labs. All notes, assignments and labs are complete, carefully done and the student meets just above the minimum requirements and expectations. All tests, work place records, CTSO participation, assignments and labs meet the standard level of achievement between 70% to 79%.</p>	<p>Student knowledge of the topic is understood, but at minimum level of competency. The assignments, notes and labs are occasionally incomplete and could be organized better. Some resources have been used, but it is not clear what the student understood. Some of the information included by the student was not important to the topic. Student does most of what is required, but nothing more. Some of the work may not be finished. Tasks are not carefully done and the information from the resources is not used. Tests, labs, notes, CTSO participation, and workbased learning results are at a level of achievement between 60% to 69%.</p>	<p>Student knowledge of the subject is not shown. Steps through the process were not followed. Notes, tests, assignments, workbased learning and labs lack neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Parts are missing. Participation is weak, or student is often not participating. Labs, tests, CTSO participation, and assignments are poorly done and fall well behind the standard level of achievement. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 60%.</p>

Definition of Rubric:

"A rubric is a printed set of guidelines that distinguishes performances or products of different quality. A rubric has descriptors that define what to look for at each level of performance. Rubrics also often have indicators providing specific examples or tell-tale signs of things to look for in work."

The word rubric derives from the Latin word for red. Long ago, a rubric was the set of instructions for a law or liturgical service, typically written in red. Thus, a rubric instructs people on how to "lawfully" judge a performance. A good rubric allows valid and reliable--criterion-referenced--discrimination of performance.

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DISPLAY GRADING RUBRIC

Date: _____

Name: _____

Criteria	A	Missing		
		One B or C	Two D	Three E
Headings and Title 15	<input type="checkbox"/> Purpose (clear and understandable for target audience) <input type="checkbox"/> Easy to see, and read. <input type="checkbox"/> Can be seen from a distance <input type="checkbox"/> Originality, grabs attention 15	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Items other than headings (See Below) 25	<input type="checkbox"/> Items clearly labeled <input type="checkbox"/> Captions for all pictures. <input type="checkbox"/> Photos included (color, large, real people/activities) <input type="checkbox"/> Materials included or described <input type="checkbox"/> Audience participation clearly described (live exhibits described) 25	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 20	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Effective Arrangement. Mock up is created 25	<input type="checkbox"/> Pleasing <input type="checkbox"/> Well-planned use of specific colors <input type="checkbox"/> Balanced: space, color design, shapes,/symbols (has a focus of interest) <input type="checkbox"/> Well organized <input type="checkbox"/> All text is word processed 25	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 20	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Overall Effect 15	<input type="checkbox"/> Message gets attention <input type="checkbox"/> Message is clear and understandable <input type="checkbox"/> Message applies to the viewer <input type="checkbox"/> Passes 10 second test.15	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Technical Considerations 10	<input type="checkbox"/> Professional appearance <input type="checkbox"/> Good transitions <input type="checkbox"/> Complete information <input type="checkbox"/> No mistakes in grammar, punctuation or spelling <input type="checkbox"/> Self graded 10	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Factors influencing decisions about presentation sheet. 10	<input type="checkbox"/> Filled out completely <input type="checkbox"/> Filled out accurately <input type="checkbox"/> Legible <input type="checkbox"/> Page _____ is attached 10	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Total points maximum.100				

Describe your audience participation activities: _____

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PRE-PROPOSAL GRADING RUBRIC (Presentation)

Date: _____

Name: _____

Criteria	A	Missing		
		One B or C	Two D	Three E
Introduction 4	<input type="checkbox"/> Three key points are stated. <input type="checkbox"/> Attention getter. <input type="checkbox"/> Purpose clear. <input type="checkbox"/> Identify audience.4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1
Body 4	<input type="checkbox"/> Reviewed each key point with a clear explanation of each. <input type="checkbox"/> Restated the three key points <input type="checkbox"/> Thorough explanation.4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Conclusion 4	<input type="checkbox"/> Wrapped-up with the three key points. <input type="checkbox"/> Brought points together.4	<input type="checkbox"/> <input type="checkbox"/> 3	<input type="checkbox"/> <input type="checkbox"/> 1	<input type="checkbox"/> <input type="checkbox"/> 0
Visuals 8	<input type="checkbox"/> Effective visuals. <input type="checkbox"/> Use of color. <input type="checkbox"/> Overheads, actual examples. <input type="checkbox"/> Audience interaction.8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Stage presence 5	<input type="checkbox"/> Clear easily heard voice. <input type="checkbox"/> Eye contact at all times. <input type="checkbox"/> Enthusiastic. <input type="checkbox"/> Confident. <input type="checkbox"/> Prepared .5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Total points maximum for presentation 25				

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FINAL PAPER GRADING RUBRIC

Date: _____

Name: _____

Criteria	A	Missing		
		One B or C	Two D	Three E
Purpose Statement 5	<input type="checkbox"/> Purpose well defined and clear (The purpose of this [type] campaign is to....) <input type="checkbox"/> Type of campaign defined (Educational, marketing, public relations, political, informational, etc.) <input type="checkbox"/> One complete sentence 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Rational 5	Rational includes all three areas: <input type="checkbox"/> Need <input type="checkbox"/> Statistics [Bullet summary included] <input type="checkbox"/> Supportive ideas OBJECTIVES-(Include details, facts, etc.) <input type="checkbox"/> 3 qualitative <input type="checkbox"/> 3 quantitative (include direction [increase, decrease], current statistics [starting point], and percentages or numbers) 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Audience analysis 10	<input type="checkbox"/> Clear description of audience and analysis conducted <input type="checkbox"/> Each product is identified with an audience <input type="checkbox"/> Current statistics included (i.e., population size) <input type="checkbox"/> Goal Included 10	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Strategy and evaluation 30	<input type="checkbox"/> Delineate message, audience, delivery and evaluation for each channel <input type="checkbox"/> Audience Analysis (Table format if it works for you) <input type="checkbox"/> Strategy for achieving objectives (Table format if it works for you) <input type="checkbox"/> Include and explain a channel other than those developed in class <input type="checkbox"/> Used objectives to explain how you will evaluate campaign <input type="checkbox"/> Discussed how you will determine if you achieved the objectives 30	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 20	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Budget- Can be combined with Time line. 15	<input type="checkbox"/> Used current rates in the various media channels <input type="checkbox"/> Source of income noted <input type="checkbox"/> Details are required (number of products, number of times/year, etc.) 15	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 11	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Time Line -Can be combined with the budget and should be at least a year in length. 15	<input type="checkbox"/> Beginning date, significant dates, and endings <input type="checkbox"/> Set-up neatly and flows nicely <input type="checkbox"/> Planning and implementation, activities are delineated 15	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 11	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Duties of Campaign Director. 5	<input type="checkbox"/> Director role clearly established <input type="checkbox"/> Product development described <input type="checkbox"/> Who will develop products 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Technical considerations 15	<input type="checkbox"/> Professional appearance (bound) <input type="checkbox"/> Good transitions and complete information <input type="checkbox"/> Professional cover page <input type="checkbox"/> Table of Contents is numbered and accurate <input type="checkbox"/> No mistakes in grammar, punctuation or spelling <input type="checkbox"/> Self graded 15	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 11	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Total Points Maximum	100			

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FINAL PRESENTATION GRADING RUBRIC

Date: _____

Name: _____

Criteria	A	Missing		
		One B or C	Two D	Three E
Introduction 15	<input type="checkbox"/> Attention getter <input type="checkbox"/> Overview <input type="checkbox"/> Related to audience-explanation of audience <input type="checkbox"/> Stated what the audience will know at end of presentation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 11	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Body 25	<input type="checkbox"/> Fully stated three key points and campaign objectives <input type="checkbox"/> Cues (helped audience focus on the essential information) <input type="checkbox"/> Information and examples are meaningful and supportive <input type="checkbox"/> Good transitions between main points <input type="checkbox"/> The strategy is explained <input type="checkbox"/> The time-line and budget are incorporated into the presentation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 20	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 15	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Conclusion 15	<input type="checkbox"/> Summarized <input type="checkbox"/> Provided the audience a means of applying the information <input type="checkbox"/> Wrapped up with three key points	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 11	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Channels (See Below) 30	<input type="checkbox"/> Three different types of visuals are utilized. Identify below (overheads, notes, handouts, examples of product, props, food, etc.) <input type="checkbox"/> Involves audience at one point (ask questions, puzzling situations, state problem, activity, etc.) <input type="checkbox"/> All channels of communication (news release, newsletter, brochure, etc.) must be displayed or referred at some point during the presentation <input type="checkbox"/> Visuals maintain audience interest? Visuals are the appropriate size. (A simple copy of regular [10-12] point font is not an effective visual and will receive zero points.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 23	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 16	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Composure and Professionalism 15	<input type="checkbox"/> Good Eye Contact <input type="checkbox"/> Clear Voice <input type="checkbox"/> Gestures, Enthusiasm <input type="checkbox"/> Professional Dress/Appearance <input type="checkbox"/> Confident	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 11	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0
Total points maximum.100				